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ABSTRACT

The purposes of this study were to: (1) determine the essential elements of foreign student programs as they now exist in Florida community colleges; (2) identify and compare the essential elements of an effective foreign student program as perceived by community college presidents, members of boards of trustees, and foreign student advisors; (3) compare these essential elements as they now exist with the essential elements of an effective foreign student program; and (4) develop, from an analysis of the research findings, recommendations for a foreign student program which will better serve the needs and objectives of the Florida community college system. Two questionnaires were designed for use in the study: a checklist to describe the current involvement of community colleges in a foreign-student program; and an additional questionnaire using a Likert-type scale to identify the perceptions of the respondents. Five categories, including general policies and procedures, admissions, services, instruction, and cultural impact were studied. Data were collected from the 28 public community colleges in Florida during the spring term of 1973. The results of the study showed that although foreign students may not be actively encouraged to attend all of the Florida community colleges, there appears to be some agreement between attitudes and actual practices. Twenty of the colleges make reference in their catalogs to foreign students. Conclusions and recommendations are provided. The checklist of policies and procedures, the attitude questionnaire, and census information relating to foreign students are given in appendixes. (Author/DB)

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THE FOREIGN STUDENT PROGRAM IN FLORIDA

PUBLIC COMMUNITY COLLEGES

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February 1974

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THE FOREIGN STUDENT PROGRAM IN FLORIDA PUBLIC COMMUNITY JUNIOR COLLEGES

Introduction

According to a national survey, Florida now ranks third in the states enrolling foreign students. This study determined that more than 6500 foreign students were enrolled in Florida community colleges during the spring term of 1973. This number includes both resident and non-resident aliens and Cuban refugees, and represents well over half of all foreign students in Florida institutions of higher education.

As long as foreign students continue to be accepted into community colleges, the colleges, themselves, cannot afford to ignore their responsibilities to them. If present trends continue, foreign students will enroll in ever increasing numbers in Florida community colleges and, hence, will create more problems for institutions not prepared to deal with them.

A review of the literature indicates that no statewide study of community college involvement in a foreign student program has ever been attempted. Most research in this area has been focused on student perceived problems or the student's academic success. Research has generally been confined to universities and graduate schools and community colleges have been ignored.

A review of the writings of specialists in community college education and foreign student affairs reveals a concern in the following areas:

1. development of institutional philosophy and policies;
2. appointment of a foreign student advisor;
3. familiarization with and utilization of the services of appropriate professional organizations and governmental agencies;
4. development of sound admissions policies to include requirements related to English proficiency, health and financial status of the applicant;
5. orientation for foreign students;
6. providing means to find suitable housing;
7. financial aid;
8. international club;
9. academic advising and personal counseling; and
10. college and community relations.

The purposes of this study were to: (1) determine the essential elements of foreign student programs as they now exist in Florida community colleges; (2) identify and compare the essential elements of an effective foreign student program as perceived by community college presidents, members of boards of trustees and foreign student advisors; (3) compare these essential elements as they now exist with the essential elements of an effective foreign student program, as defined above; and (4) develop, from an analysis of the research findings, recommendations for a foreign student program which will better serve the needs and objectives of the Florida community college system.

Two questionnaires were designed for use in this study. One is a checklist used to describe the current involvement of community colleges in a foreign student program. The other is an additional ques-

tionnaire using a Likert type scale to identify the perceptions of the respondents. Five categories, including general policies and procedures, admissions, services, instruction and cultural impact were studied.

Data were collected by the investigator from the 28 public community colleges in Florida during the spring term of 1973. The data collected on the perceptional questionnaire were analyzed using the Kruskal-Wallis One-Way Analysis of Variance by Ranks. This test was applied to the sum of the ranks of the total questionnaire, to the five major categories within the questionnaire, and to each of the 39 items in the questionnaire. In all cases indicating significance at = .05 or lower, the Dunn Multiple Comparison Procedure was used to determine which of the groups (presidents, trustees or foreign student advisors) showed significant differences. The research findings of the various sub-groups were also compared with current policies and procedures.

REPORT OF RESEARCH FINDINGS

Census Data

Census reports were received from all 28 Florida community colleges. A total of 1787 non-resident foreign students were enrolled during the spring term of 1973. Eighty percent of all foreign students are enrolled in the eight largest community colleges, all with total enrollments of over 5000 students. An additional fifteen percent are enrolled in nine institutions with enrollments between 2000 and 5000. The remaining five percent of foreign students are enrolled in the eleven community colleges with enrollments of less than 2000 students.

Foreign students are attending 27 of the 28 Florida community colleges. Three institutions report more than 90, while an additional twelve report 19 or more foreign students.

The overwhelming majority of foreign students in this investigation are male (83.6 percent) and an even larger majority (92.5 percent) are under 25 years of age. The same percentage of students (92.5 percent) are not married and only two percent of them are married and accompanied by a non-student spouse.

Sixty-seven percent of the foreign students are enrolled for the Associate in Arts degree, however, a small number are reported enrolled for both the Associate in Arts and the Associate in Science degrees. For the purpose of this investigation, those persons registered for both degrees are reported only in the Associate in Arts category, since that is the degree required for transfer to a four-year institution. Transfer to such an institution is the reason why students register for both

degrees. Thirty-one percent were registered solely for the Associate in Science degree, while less thar two percent were reported enrolled in special programs not leading to a two-year degree.

Only three community colleges, all with total enrollment of over 5000, responded to the request for information regarding substantial foreign student enrollment in specific programs. All three institutions mentioned Hotel Management, two mentioned pre-engineering and one mentioned electronics technology and computer programming.

Ninety percent of the foreign students speak a language other than English as their native language. No attempt was made to determine the degree of proficiency in English attained by these students either prior to their admittance or during their course of study.

The largest number of foreign students (51 percent) are from Asia, and an additional 39 percent are from Latin America. The remainder of foreign students come from Europe (4.4 percent), Africa (3.6 percent), Canada (two percent), and Oceania (0.2 percent).

Several institutions reported substantial numbers of their foreign students as coming from one or two single countries. Most frequently mentioned were Colombia and Iran (four times) and Pakistan (three times). Venezuela and Hong Kong were mentioned by two institutions, while Thailand, South Vietnam and Lebanon were mentioned once.

To this point, a discussion of the census characteristics of non-immigrant foreign students has been presented. No attempt was made in this investigation to relate the various categories to each other. However, one may conclude that the typical non-immigrant foreign student

in Florida community colleges is a non-married male under 25 years of age. He is enrolled in a program leading to the Associate in Arts degree and it may be assumed that he is planning to transfer to a four-year institution, as that is the purpose of this degree. His native language is not English and he comes from Asia or Latin America.

Because this investigation concerns non-immigrant foreign students, Cuban refugees and resident aliens were specifically excluded from consideration. However, a headcount of those students was requested along with the pertinent census data on the non-immigrant students. This was done for two reasons. First, the collection of this data would help to insure the accuracy of the census data directly concerned with investigation, and second, a complete headcount of all foreign students provides a more accurate indication of the numbers of foreign students with which a foreign student advisor must deal.

The problem of gathering data on resident foreign students and Cuban refugees was severe. Since non-immigrant students require certain processing under current U.S. Immigration regulations, census data concerning them could be obtained,although sometimes with difficulty. No such requirements exist for resident aliens and Cuban refugees, and many community colleges treat these students the same as they treat native American students. Several institutions were unable to provide information for one or both of these categories. However, there were reported in excess of 1700 Cuban refugees and 3200 resident aliens in Florida community colleges.

Several institutions reported difficulty in gathering any of the

requested census data as their computers were not programmed to supply such information.

Current Policies and Procedures

The checklist questionnaire on current policies and procedures was sent to all campuses where the president indicated a separate person responsible for advising foreign students. This constituted six additional campuses at four institutions. Two of these extra questionnaires were completed and returned. For the purpose of this investigation, they were treated as separate institutions, because minor differences were reported from the same community college.

Completed returns were received from all 28 Florida community colleges and the data received reflects their actual involvement with foreign students. The questionnaire is divided into five categories and a discussion of each category follows. An attempt was made to analyze the data in terms of size of total enrollment and size of foreign student enrollment. No pattern could be found to group community college foreign student policies and practices by either of the two above mentioned groups. Therefore, what follows is a summative description of those policies and practices as they exist in the various Florida community colleges.

General

Only three very small community colleges have no foreign student advisor designated either full- or part-time. Ten institutions report the existence of a written policy statement specifically detailing the extent

of the institution's involvement with foreign students. Two community colleges, who have such statements, enroll more than 5000 students and two enroll less than 2000. The other six fall in the middle. Six of these ten colleges have more than 20 foreign students enrolled.

Concerning specific procedures for making the faculty and community aware of the presence of foreign students on campus, twelve institutions answered yes to the former and ten answered yes to the latter. Five schools among them answered yes to both items.

A wide awareness of current U.S. Immigration regulations was indicated and only five small community colleges indicated a lack of such awareness. Four of these same five, plus one additional small institution do not utilize the services of the National Association for Foreign Student Affairs (NAFSA). The services of the Institute of International Education (IIE) are slightly less used, although seven schools were not aware of or do not use their services. Two of these institutions enroll over 5000 students, but one has a small number of foreign students and the other is a new institution, which may account for its lack of awareness.

Finally, few community colleges have any procedures for collecting information on why foreign students select their college or what happens to them after they leave. Almost all of those which do collect this information enroll more than 20 foreign students or collect this information on all of their students.

In summary, while most institutions have designated a foreign student advisor and are aware of U.S. Immigration regulations, NAFSA, AND IIE, less than half have programs to make their faculty or community

aware of foreign students or to find out why they come and where they go when they leave.

Admissions

A study of the data on admissions policies and practices centers on two areas, i.e., the services provided by the institution and the requirements placed on the applicant.

Eighteen community colleges have specifically designed pre-admissions packets, which they send to foreign applicants Most of these colleges also utilize the services of the various government and private agencies which offer assistance in evaluating foreign transcripts. Community colleges responding in the affirmative to both of these items are mainly those with more than 20 foreign students. Nine community colleges, some small, but also five with enrollments of over 2000, report admissions requirements for foreign students to be the same as for American students. Florida community colleges generally operate under an open-door admissions policy, admitting all applicants who possess a secondary degree or its equivalent.

Six community colleges, four of them large or with substantial numbers of foreign students, do not require official English translations of the transcripts the foreign students present for admission, however, five of these institutions utilize the services of government or private agencies to aid in the evaluation of credentials. Twenty-one community colleges require proof of financial support prior to admittance, and 16 require evidence of good health. Most of the community colleges with more than 20 foreign students require the former, but evidence of good

health is required mainly by small or medium sized institutions with few foreign students.

Only six community colleges require the foreign student to purchase basic hospital insurance and all but one of these have substantial numbers of foreign students. No college requires the foreign student to deposit funds for tuition and fees prior to admittance and only two have no requirements for minimum proficiency in English.

In summary, community college admissions practices seem strongest in the area of evaluating foreign transcripts, requiring English proficiency and proof of financial support. There does not seem to be as much concern for official policy in areas relating to the student's health.

Services

The areas considered under this category include orientation, financial aid, housing and the international club. Less than half of the community colleges (13) provide an orientation specifically designed for foreign students. All of them that do have active foreign student advisors or foreign student enrollments in such small numbers that orientation is handled on a one-to-one basis. Foreign student orientation in the community college usually covers registration procedures, college life in the United States, and resources available on campus and in the community. Other areas mentioned as covered in a foreign student orientation include U. S. Immigration regulations, academic advising, purposes of the international club, personal aid while getting settled and making friends.

Only eight community colleges make financial aid in the form of full-

or part-time tuition and/or fee waivers available to foreign students and three of these, plus one additional institution, are able to provide such aid from community sources. Except for three cases, they are all small institutions or institutions with small numbers of foreign students. Ten community colleges are able to provide some form of financial aid on a need basis. Fifteen community colleges provide an emergency loan fund for minor cash emergencies. There is little relationship between financial aid provided and the size of the institution or number of foreign students enrolled.

Three small community colleges have on-campus housing which is available to foreign students. In addition, these three and 15 other institutions provide some assistance to the foreign student in finding suitable housing.

There are nine active international clubs reported on community college campuses. All of them use these organizations as a tool for bringing American and foreign students together. Foreign student enrollment in institutions having international clubs range from ten to 1152.

In summary, there is little statewide consistency in services provided for the foreign student outside of normal student personnel services provided for all students. Special orientations are not held in more than half of the community colleges, but seem to be quite comprehensive where they do exist. Financial aid is generally not available to the foreign student to the extent that it is to the American student, but a majority of community colleges are able to provide some form of emergency loan fund when the need arises. While on-campus housing is generally not available, most community colleges provide some sort of assistance to the foreign student infinding suitable housing. Finally, there are very few active international clubs in Florida community colleges, but this may be due to the lack of sufficient numbers of foreign students.

Instruction

In this category, academic counseling, the teaching of English, individual academic help and the use of the foreign student as a resource person in the classroom are considered. Twenty-four campuses provide special counseling when scheduling classes and six of these have developed a system for faculty members to use when foreign students are experiencing academic difficulties. All campuses, which have no procedures for academic counseling when scheduling classes, have fewer than 25 foreign students.

Nine institutions require English as a Second Language for those admitted foreign students who have failed to meet established language proficiency requirements, and ten institutions make this instruction available to all foreign students.

Twenty community colleges provide tutoring for foreign students and 22 have a learning laboratory or media center available for individualized assistance.

Community college policies and procedures seem relatively strong in the area of instruction. Most colleges provide some sort of special academic counseling for the foreign student when scheduling classes, although only a few follow-up with a system to check the academic progress of this student. In all, 13 community colleges provide some sort of instruction in English as a Second Language. Most institutions provide some form of organized tutoring or individualized help in a learning or media center and, in turn, utilize the foreign student as a resource person in the classroom.

Cultural Impact

Only one-half of the community college campuses have formal or informal procedures and/or planned activities for the purpose of making the faculty

and students aware of the cultural heritage of the foreign student. Twelve institutions report procedures and activities for making the community aware of the foreign student's cultural heritage. Ten institutions responded in the affirmative to both items.

Comparison of Attitudes of Respondents With the Existing Foreign Student Program

In order to determine how closely the attitudes of community college presidents, trustees and foreign student advisors are reflected in the actual practices of a foreign student program, a comparison of the attitudinal questionnaire and the ckecklist of current policies and procedures is maked here. Each of the five categories are considered separately and a discussion of trends of consistency and inconsistency is presented.

General

While the responses on the attitude survey were highly positive for this category, particularly for those from community college presidents and foreign student advisors, some areas of current policies and procedures do not reflec t these attitudes. The designation of a foreign student advisor and a general awareness of U.S. Immigration regulations and of organizations and agencies, which can be of service to the institution, seem to be the areas where the greatest degree of agreement between the actual and the ideal takes place. Even though a strong majority of respondents favored the existence of an institutional policy statement on the college's role in a foreign student program, only ten community colleges have such a statement. The same is true for any procedures used to make faculty, students and the community aware of the presence of foreign students.

A smaller majority of respondents, particularly among foreign student advisors, favored the collection of data concerning why foreign students select their college and where they go after they leave. Only six community colleges have a system for the former and nine for the latter.

Admissions

The greatest consistency, in this category, between actual practices and the attitudes of the respondents occurs in the requirements for foreign applicants to submit official English translations of their academic credentials, to prove sufficient proficiency in English, to prove sufficient financial support, and in the utilization, by college personnel, of the various transcript evaluation services provided by governmental and private agencies. Also, only nine community colleges report that their admissions requirements are the same for foreign students as they are for Americans. In general, this is consistent with the attitudes of the respondents, except for those of trustees, 82.6 percent of whom felt that admissions requirements should be the same for all students.

No community college requires the foreign student to deposit funds prior to his admittance, and a disagreement with this practice was confirmed by the respondents.

One hundred percent of the respondents in all sub-groups felt that foreign applicants should be sent some form of pre-admissions packet containing essential information about the college, yet only 18 community colleges send out such information. In addition, a slight majority of respondents felt that basic hospital insurance should be required. At the

time of this report, six community colleges had such a policy. Finally, a strong majority felt that the foreign applicant should be required to submit evidence of good health and this was required by 16 institutions.

Services

The relationship between the actual foreign student programs and the attitudes of the respondents seems to be strong in this category. Respondents generally felt that financial aid should not be available to foreign students on the same basis as it is for American students, and at most institutions, it is not. The respondents also felt, however, that some form of emergency loan fund should be available and 17 community colleges report the availability of such a fund. There is also a strong feeling that some assistance in finding suitable housing for foreign students should be provided and 18 community colleges report that they do provide this assistance.

The areas of inconsistency center around special orientation for foreign students and the formation of an international club. Attitudes are fairly strong for both of these services, but their existence is less widespread. It must be remembered, however, that these two particular services can only function where there are substantial numbers of foreign students to warrant them. This is not the case at many community colleges.

Instruction

Most community colleges provide special counseling to foreign students when scheduling classes, provide some form of tutoring or other individualized help to those foreign students who need it, and use the foreign students as resource persons in the classroom where feasible. All

of this is consistent with the attitudes of the respondents. On the other hand, presidents and foreign student advisors generally felt the need for some instruction in English as a Second Language, while only about one-third of the community colleges provide such instruction.

Cultural Impact

Community college presidents and foreign student advisors, and trustees to a lesser degree, felt that some steps should be taken to make the faculty, students and community aware of the cultural heritage of foreign students. Approximately one-half of the community colleges report any such activities.

Summary

Considering the diversity of the three sub-groups comprising the attitudinal survey and the differences in size and number of foreign students enrolled in Florida community colleges, a surprising number of consistencies evolved in the comparison of actual programs and the attitudes of the respondents. The greatest consistency occurred in the categories of admissions and services. This trend occurs, to a lesser degree, in the category of instruction, and seems the least consistent in general policies and procedures and cultural impact.

The attitudes of the respondents seem to reflect actual practices in instances where the practices or services are available to all students or, as in the case of some of the admissions requirements, where the practices will create fewer problems for the institution. Even though foreign students may not be actively encouraged to attend all Florida community colleges, there seems to be some agreement between attitudes and

actual practices that, once they are there, they should be provided with most services that will satisy their needs and the creation of additional services is adopted when a clear need is seen.

Review of Community College Catalogs

The latest available catalogs of the 28 Florida community colleges were reviewed to see what reference, if any, is made to foreign students. Twenty institutions do make reference to foreign students in their catalogs. These references range from a simple request that the foreign applicant contact the foreign student advisor for further information to a fairly comprehensive description of admissions requirements, living accomodations available and U.S. Immigration regulations.

Only three community colleges make reference, in their catalogs, to the fact that they welcome or encourage foreign students, or that they have made any commitment to international education. Statements are generally confined to a description of admissions requirements and some statement on financial aid and/or housing accomodations. Foreign students are told that financial aid is not available to them and, in some cases, they are told to submit proof of financial support. They are also told that on-campus housing is not available and that the college does not provide assistance in finding suitable housing for foreign students.

Comparison of the Attitudes of Presidents, Trustees and Foreign Student Advisors

In general, the attitudes of community college presidents, trustees and foreign student advisors were positive. The Kruskal-Wallis One-Way Analysis of Variance by Ranks was applied to the sum of all 39 items on the questionnaire. A significant difference, at $\alpha = .05$, was revealed and the Dunn Multiple Comparison Procedure was applied to find out where the difference occurred. The attitudes of foreign student advisors differed from those of presidents and trustees. This would normally be expected as the community college president is the chief administrative officer of the board of trustees and acts as their agent in carrying out policy. The foreign student advisor is, in most cases, a counselor or teaching faculty member who works in direct contact with the student. In some cases, the foreign student advisor is the dean of students, but even in this instance, the individual would tend to relate closely with the student.

When the Kruskal-Wallis test was applied to each of the five categories in the questionnaire, significant differences at $\alpha = .01$ or lower, were found in the first category of general policies and procedures and in the fifth category of cultural impact. The Dunn procedure revealed that the differences in the first category were the same as those found in the total questionnaire.

In the category on cultural impact, the attitudes of trustees differed from those of presidents and foreign student advisors. Trustees may be on less familiar ground in this area than in any other, as they registered a high number of no opinions on the seven items in this category. Also, presidents and foreign student advisors marked items in

the strongly agree column with a much greater frequency than did the trustees.

No significant differences were found in the other three categories;

Finally, the Kruskal-Wallis test was applied to each item in the questionnaire and significant differences, at = .05 or lower, were found on ten of the 39 items. The Dunn procedure was then applied to these ten items to find out where the differences occurred. Two of these items are in the first category of general policies and procedures. Four are in the category on admissions and two are found in the category of cultural impact.

The attitudes of foreign student advisors differed from those of presidents and trustees on the item relating to whether a full- or part-time foreign student advisor should be designated. Over 90 percent of the foreign student advisors agreed with this item, a full 65.6 percent being in the strongly agree column. This contrasts with only 81.5 percent of the presidents and 69.6 percent of the trustees indicating agreement. Most of the responses of the latter two sub-groups were in the agree column rather than in the one marked strongly agree. Foreign student advisors would certainly be expected to have strong feelings concerning their own position.

The same differences were revealed in the next item relating to institutional membership in NAFSA. But here there was considerably more disagreement on the part of the presidents and trustees. More than one factor may be responsible for these attitudes. As mentioned before, trustees and presidents may not be fully aware of the nature of the or-

ganization, and they are also apt to be cautious about making further financial commitments in terms of organizational memberships, when they are confronted with literally dozens of organizations seeking institutional members. In fact, a check of the most recent NAFSA directory reveals that only five Florida community colleges maintain institutional membership in that organization.

Four items in the admissions category show significant differences between sub-groups. Obviously these differences balance one another so that no significant differences show over the whole category. Trustees differ from both presidents and foreign student advisors on whether admissions requirements should be the same for all students. Trustees indicated a strong agreement with the item, while presidents were split almost in half, and foreign student advisors generally disagreed. This feeling, on the part of trustees, could be the result of a lack of experience with the admissions process, as trustees are generally representatives of the community whose field of expertise is outside professional education.

The next item, concerning the admission of foreign students to technical or terminal-occupational programs only, showed differences, but these differences were only a matter of strength of feeling, as no respondent in any of the three sub-groups agreed with this item. A glance at the data shows that trustees generally tended to disagreem while presidents and foreign student advisors tended to mark the strongly disagree column.

On the question of requiring the foreign student to demonstrate sufficient proficiency in English prior to admittance, a significant dif-

ference was revealed between trustees and foreign student advisors. Almost all of the foreign student advisors agreed with this item and most of them marked the strongly agree column, while only 69.5 percent of the trustees agreed and 26.1 percent disagreed. Foreign student advisors would tend to be more aware of the problems likely to occur when a student has language difficulties.

Finally, under admissions, presidents and foreign student advisors differed over whether the foreign student should be required to purchase basic hospital insurance as a condition of admittance. Only 29.6 percent of the presidents agreed, while 55.6 percent disagreed. Almost 70 percent of the foreign student advisors were in favor of such a policy. Foreign student advisors may see the need for such insurance, while presidents may feel that such a policy would require additional monitoring. Interestingly, trustees reqponses to this item were fairly close to those of the foreign student advisors, but not close enough to show a significant difference under the Kruskal-Wallis test.

In the category on cultural impact, four items show significant differences between sub-groups. Trustees differ from foreign student advisors concerning whether the faculty is enriched by the presence of foreign students on campus. Foreign student advisors feel more strongly that the faculty is so enriched, and the trustees show 26.1 percent no opinion. Foreign student advisors would naturally tend to see this type of value in the presence of foreign students.

Trustees differ from both of the other sub-groups over whether the community is enriched by the presence of foreign students on campus.

Both presidents and foreign student advisors show high agreement, while only 60.9 percent of trustees agree and 21.7 percent have no opinion. Probably the same reasons for the differences discussed above would apply.

On the question of whether the expense of educating foreign students is justified, trustees again differ from presidents and foreign student advisors. Only 30.4 percent of the trustees agree, while 66.7 percent of the presidents and 59.4 percent of the foreign student advisors agree. A high number of no opinions was expressed in all three sub-groups.

Lastly, trustees differ from foreign student advisors over whether the community should be made aware of the foreign students and their cultural heritage. Almost 85 percent of foreign student advisors agree as opposed to only 47.9 percent of trustees, while 34.8 percent of the trustees had no opinion.

In order to cross check the attitudinal responses to determine whether any significant differences existed between respondents grouped in ways other than by position, all questionnaires were grouped by size of college enrollment and by size of foreign student enrollment. The Kruskal-Wallis One-Way Analysis of Variance by Ranks and the Dunn Multiple Comparison Procedure were applied to the data. No significant differences, at = .05, were found when these procedures were applied to the total questionnaire or to the five separate categories within the questionnaire. When the tests were applied to the individual items in the questionnaire there were very few differences. When grouped by size

of college enrollment, a significant difference, at = .05 or lower, was found for three items out of 39, and when grouped by size of foreign student enrollment, only two items showed a significant difference. The conclusion here is that the attitudes of presidents, trustees and foreign student advisors do show some differences, notwithstanding which college they represent, but that, in general, the size of the community college or the size of the foreign student enrollment have little bearing on the attitudes of persons affiliated with those institutions.

CONCLUSIONS AND RECOMMENDATIONS

The following conclusions have been drawn from the results of the investigation:

1. There are sufficient numbers of foreign students in Florida community colleges to warrant special attention to the programs designed for their benefit;
2. All Florida community colleges do not follow the same policies and procedures in the foreign student programs at the various institutions;
3. The attitudes of community college presidents, trustees and foreign student advisors are generally positive in relation to a foreign student program in Florida community colleges;
4. There are differences in the attitudes of community college presidents, trustees and foreign student advisors, but they are in degree of feeling rather than in difference of opinion; and
5. Community college presidents, trustees and foreign student advisors generally perceive a stronger foreign student program than the one typically found in Florida community colleges

In light of the findings of this investigation, it is recommended that the Florida community colleges consider the following with regard to their foreign student programs:

1. Determine whether or not the institution wishes to enroll foreign students on a regular basis and formulate a written policy statement detailing the extent of the institution's

commitment to such a program;

2. Provide the foreign student advisor with sufficient time, resources and training to carry out his responsibilities adequately;
3. Take advantage of the free service of NAFSA and other governmental and private agencies in setting up an effective foreign student program and to evaluate transcripts;
4. Detail specific admissions procedures for foreign applicants with regard to English language proficiency, proof of financial support, and evidence of good health;
5. Fully inform the foreign applicant prior to his acceptance as to costs of his education, possible programs of study and the availability of financial aid and housing;
6. Require foreign students to purchase basic hospital insurance as a condition of continuing enrollment;
7. Consider the establishment of some form of emergency loan fund to aid foreign students in the event of minor cash emergencies;
8. Provide a special orientation for foreign students regardless of the size of foreign student enrollment;
9. Require all foreign students who have been admitted, but who show, upon arrival, marked deficiencies in English, to take instruction in English as a Second Language. If this instruction is not available at the community college where the foreign student is enrolled, require the student to

attend an intensive English language institute until such time as he can satisfactorily demonstrate proficiency in English; and

10. Take advantage of the cultural heritage of foreign students by using them as resource persons in the classroom, wherever feasible, and by developing linkages between the foreign student and the faculty, American students and the community.

It is further recommended that those Florida community colleges which do not feel that they can provide such a foreign student program, no matter how large or small their enrollment, seriously consider rejecting the applications of all foreign students who apply to their institution. It would better serve the institution and the foreign student if they are both able to work toward their mutual objectives, and a community college should not consider that its open-door admissions policy must apply to every applicant, particularly if that institution is not prepared to satisfy his needs.

Community colleges with very small numbers of foreign students do have the capability to serve their needs. Careful planning, enthusiastic support and a willingness to understand the foreign student and what he has to offer, will improve any program, no matter how small.

APPENDICES

APPENDIX A: CHECKLIST OF CURRENT POLICIES AND PROCEDURES AND CENSUS INFORMATION ON FOREIGN STUDENTS CURRENTLY ENROLLED WITH RESPONSES

FOREIGN STUDENT PROGRAMS IN FLORIDA PUBLIC COMMUNITY COLLEGES

The following request for information is divided into two parts and is designed to elicit information which will describe your foreign student program as it now exists.

The first part is a checklist which is designed to cover all pertinent aspects of a foreign student program as described by the National Association for Foreign Student Affairs (NAFSA). It is to be completed by placing a check mark in one of the columns, marked "yes" or "no," to the left of each entry.

The second part asks for certain census data regarding foreign students presently enrolled in your institution. It is to be completed by writing the appropriate number in the space provided to the left of each entry.

Please try to respond to all entries as accurately as possible. Any comments you may wish to make will be welcomed.

For the purpose of this instrument, a foreign student is defined as a student who comes to the United States for further education, but who is neither a permanent resident nor a citizen of this country. This definition will exclude Cuban refugees and those non-United States citizens who are permanent residents of this country.

Please return this questionnaire to: David T. Cooney
189-4 Crenshaw Court
Tallahassee, FL 32304

APPENDIX A--Continued.

PART I - CHECKLIST DESCRIBING CURRENT PROGRAM

Yes No

General

_____ _____ 1. There exists a written institutional policy statement specifically detailing the extent of the institution's involvement with foreign students.

_____ _____ 2. There are specific procedures for making the faculty aware of the presence of foreign students on campus.

_____ _____ 3. There are specific procedures for making the community aware of the presence of foreign students on campus.

_____ _____ 4. A full- or part-time foreign student advisor has been designated.

_____ _____ 5. Those persons who work with foreign students are aware of current pertinent U.S. Immigration regulations.

_____ _____ 6. Those persons who work with foreign students are aware of and utilize the services of the National Association for Foreign Student Affairs wherever appropriate.

_____ _____ 7. Those persons who work with foreign students are aware of and utilize the services of the Institute of International Education wherever appropriate.

_____ _____ 8. There is a systematic procedure for collecting information concerning why foreign students select your college. (This may apply to all students.)

_____ _____ 9. There is a systematic procedure for collecting information concerning what happens to foreign students after they leave your college. (This may apply to all students.)

If there are any specific programs which attract substantial numbers of your foreign students, please list them below.

APPENDIX A--Continued.

Tabulation of Responses for Items 1 through 9, N=30

Item	Yes	No	No Answer
	General Policies and Procedures		
1	10	20	0
2	12	18	0
3	10	20	0
4	27	3	0
5	25	5	0
6	25	5	0
7	22	7	1
8	6	24	0
9	9	21	0

APPENDIX A--Continued.

Yes No

Admissions

____ ____ 10. Admissions requirements for foreign students are the same as they are for American students.

____ ____ 11. There is a pre-admissions packet specifically designed for and sent to prospective foreign students.

____ ____ 12. Foreign students are required to submit official English translations of transcripts wherever applicable.

____ ____ 13. The person responsible for admitting foreign students utilizes the services of the various agencies which aid in evaluating foreign transcripts, e.g., the U.S. Department of State, the American Friends of the Middle East, etc.

____ ____ 14. Foreign students are required to prove minimum proficiency in English prior to admittance. If your answer is yes, how do you prove proficiency:

TCEFL _____

Other (specify) _____

____ ____ 15. Foreign students are required to prove sufficient financial support prior to admittance.

____ ____ 16. Foreign students are required to deposit funds for tuition and fees prior to admittance.

____ ____ 17. Foreign students are required to submit evidence of good health directly to the college prior to admittance.

____ ____ 18. Foreign students are required to purchase basic hospital insurance as a condition of admittance.

APPENDIX A--Continued.

Tabulation of Responses for
Items 10 through 18, N=30

Item	Yes	No	No Answer
		Admissions	
10	9	21	0
11	18	12	0
12	24	6	0
13	22	8	0
14	28	2	0
15	21	9	0
16	0	30	0
17	16	14	0
18	6	24	0

APPENDIX A--Continued.

Yes	No		
			Services
____	____	19.	An orientation for foreign students is conducted separate and/or in addition to any orientation conducted for American students.
		20.	If your answer to #19 is yes, answer the following. The foreign student orientation covers the following topics:
____	____		a. registration procedures.
____	____		b. college life in the United States.
____	____		c. resources available on campus.
____	____		d. resources available in the community.
____	____		e. other (specify): _____
			_____
____	____	21.	Financial aid is available to foreign students in the form of full or partial tuition and/or fee waivers.
____	____	22.	Financial aid, in amounts large enough to pay a substantial portion of tuition and/or fees is available to foreign students from community sources on a regular basis.
____	____	23.	There are community sources, formal or informal, that can provide financial aid to foreign students on a "need" basis.
____	____	24.	An emergency loan fund is available to foreign students in the event of minor cash emergencies.
____	____	25.	On-campus housing is available to foreign students.
____	____	26.	Some office, agency, group of individuals within the college or commuity assists foreign students in finding housing on a regular basis.

APPENDIX A--Continued.

Tabulation of Responses for
Items 19 through 26, N=30

Item	Yes	No	No Answer
	Services		
19	13	17	0
20a	12	1	17
20b	11	2	17
20c	13	0	17
20d	11	2	17
20e	5	0	25
21	8	22	0
22	4	26	0
23	10	20	0
24	17	13	0
25	3	27	0
26	18	12	0

APPENDIX A--Continued.

Yes No

____ ____ 27. An active international club exists at this institution.

28. If your answer to #27 is yes, answer the following.

The purpose of our international club is:

____ ____ a. to bring foreign and American students together.

____ ____ b. to serve as a social club for foreign students only.

Instruction

____ ____ 29. Special counseling is given to foreign students when scheduling classes.

____ ____ 30. Instruction in English as a Second Language is required for all admitted foreign students who fail to meet established language proficiency requirements.

____ ____ 31. Instruction in English as a Second Language is available to all foreign students, but not required.

____ ____ 32. There is a systematic procedure, different from that used with American students, for faculty members to follow when a foreign student experiences academic difficulty.

____ ____ 33. Tutoring, either by faculty, student or community source, is available on an organized basis fo foreign students. (This may apply to all students.)

____ ____ 34. Individualized help in a learning or media center is available to foreign students. (This may apply to all students.)

____ ____ 35. Foreign students are used as resource persons in the classroom wherever feasible.

APPENDIX A--Continued.

Tabulation of Responses for
Items 27 through 35, N=30

Item	Yes	No	No Answer
	Services--Continued		
27	9	21	0
28a	9	0	21
28b	0	5	25
	Instruction		
29	24	6	0
30	9	21	0
31	10	19	1
32	6	24	0
33	22	8	0
34	24	6	0
35	22	7	0

APPENDIX A--Continued.

Yes No

Cultural Impact

_____ _____ 36. There are formal or informal procedures and/or planned activities for the purpose of making the faculty and students aware of the cultural heritage of foreign students.

_____ _____ 37. There are formal or informal procedures and/or planned activities for the purpose of making the community aware of the cultural heritage of foreign students.

Tabulation of Responses for
Items 36 and 37, N=30

Item	Yes	No	No Answer
	Cultural Impact		
36	15	15	0
37	12	18	0

APPENDIX A--Continued.

PART II - CENSUS INFORMATION ON FOREIGN STUDENTS CURRENTLY ENROLLED

This section requests census data only for those foreign students who are not Cuban refugees or other permanent resident aliens. Please provide information only for those students enrolled for the current term.

In the space provided to the left of each entry, place the appropriate number.

_____ 1. Total number of foreign students enrolled.

Sex

_____ 2a. Male foreign students.

_____ 2b. Female foreign students.

Age

_____ 3a. Foreign students under 25.

_____ 3b. Foreign students age 25 to 34.

_____ 3c. Foreign students age 35 and older.

Marital Status

_____ 4a. Married foreign students.

_____ 4b. Married foreign students accompanied by non-student spouse.

_____ 4c. Unmarried foreign students.

Program of Study

_____ 5a. Foreign students seeking AA degree.

_____ 5b. Foreign students in special programs not seeking two-year degree.

APPENDIX A --Continued.

Language

_____ 6a. Foreign students whose native language is English.

_____ 6b. Foreign students whose native language is not English.

Area of Origin

_____ 7a. Foreign students from Canada.

_____ 7b. Foreign students from Mexico and Central America.

_____ 7c. Foreign students from South America.

_____ 7d. Foreign students from the Carribean.

_____ 7e. Foreign students from Europe.

_____ 7f. Foreign students from Africa.

_____ 7g. Foreign students from Asia.

_____ 7h. Foreign students from Australia, New Zealand and the South Pacific.

If there are any particular countries which are represented by a substantial number of your foreign students, please list them here.

_____

_____

In order to get a more complete picture of foreign student enrollment, please provide the following information:

_____ Total number of Cuban refugees.

_____ Total number of other permanent resident aliens not counted above.

APPENDIX B: ATTITUDE QUESTIONNAIRE WITH RESPONSES

FOREIGN STUDENT PROGRAMS IN
FLORIDA PUBLIC COMMUNITY COLLEGES

Directions

Please complete this inventory by circling the response which best describes how you feel about each statement.

If you would like me to contact you in person, or by phone, please so indicate below:

Please call me. My phone number is:

_____

Please return this inventory to: David T. Cooney
189-4 Crenshaw Court
Tallahassee, FL 32304

APPENDIX B--Continued.

SA - Strongly Agree

A - Agree

D - Disagree

SD - Strongly Disagree

N - No Opinion

General

SA A D SD N 1. There should exist a written institutional policy statement specifically detailing the extent of the institution's involvement with foreign students.

SA A D SD N 2. If foreign students are on campus, the faculty should be made aware of their presence.

SA A D SD N 3. If foreign students are on campus, American students should be made aware of their presence.

SA A D SD N 4. If foreign students are on campus, the community should be made aware of their presence.

SA A D SD N 5. A full- or part-time foreign student advisor should be designated.

SA A D SD N 6. The college should maintain institutional membership in the National Association for Foreign Student Affairs.

SA A D SD N 7. Community colleges should collect data concerning the reasons why foreign students select their college.

SA A D SD N 8. Community colleges should collect follow-up data on foreign students after they leave the college.

SA A D SD N 9. Institutional involvement in a foreign student program should be reviewed periodically.

APPENDIX B--Continued.

SA - Strongly Agree

A - Agree

D - Disagree

SD - Strongly Disagree

N - No Opinion

Admissions

SA A D SD N 10. Admissions requirements for foreign students should be the same as those for American students.

SA A D SD N 11. Foreign students should be admitted only to technical or terminal-occupational programs.

SA A D SD N 12. Foreign students, whose native language is English should be admitted on the same basis as American students.

SA A D SD N 13. The admission of foreign students creates problems which require resources, allocations or expenditures beyond that required for American students.

SA A D SD N 14. Foreign students should be sent pre-admissions information informing them of such things as costs (academic and social), programs available, English language requirements, housing, financial aid, etc.

SA A D SD N 15. Foreign students should be required to submit official English translations of transcripts where applicable.

SA A D SD N 16. A faculty or staff member should be trained in evaluating foreign transcripts.

APPENDIX B--Continued.

SA - Strongly Agree

A - Agree

D - Disagree

SD - Strongly Disagree

N - No Opinion

Admissions--Continued.

SA A D SD N 17. Foreign students should be required to demonstrate sufficient proficiency in English prior to admittance.

SA A D SD N 18. Foreign students should be required to prove sufficient financial support prior to admittance.

SA A D SD N 19. Foreign students should be required to deposit funds for tuition and fees prior to admittance.

SA A D SD N 20. Foreign students should be required to submit evidence of good health directly to the college prior to admittance.

SA A D SD N 21. Foreign students should be required to purchase basic hospital insurance as a condition of admittance.

APPENDIX B--Continued.

SA - Strongly Agree

A - Agree

D - Disagree

SD - Strongly Disagree

N - No Opinion

Services

SA A D SD N 22. An orientation for foreign students should be conducted separate and/or in addition to any orientation conducted for American students.

SA A D SD N 23. Financial aid should be equally available to all students, both foreign and American.

SA A D SD N 24. Foreign students should have access to an emergency loan fund in the event of minor cash emergencies.

SA A D SD N 25. The college should provide assistance in finding suitable housing for foreign students.

SA A D SD N 26. The college should encourage the formation of an international club for the purpose of bringing together foreign and American students.

APPENDIX B--Continued.

SA - Strongly Agree

A - Agree

D - Disagree

SD - Strongly Disagree

N - No Opinion

Instruction

SA A D SD N 27. Special counseling should be given to foreign students when scheduling classes.

SA A D SD N 28. Special instruction in English as a Second Language should be provided for those foreign students who need it.

SA A D SD N 29. Whenever possible, curriculum requirements designed for American students should be adjusted in cases where they are not relevant to the needs of particular foreign students.

SA A D SD N 30. Foreign students should be evaluated academically by the same criteria used for evaluating American students.

SA A D SD N 31. A program of tutoring or other academic help should be provided for those foreign students who need it.

SA A D SD N 32. Foreign students should be used as resource persons in the classroom wherever feasible.

APPENDIX B--Continued.

SA - Strongly Agree

A - Agree

D - Disagree

SD - Strongly Disagree

N - No Opinion

Cultural Impact

SA A D SD N 33. Foreign students bring a significant and unique cultural element to the campus.

SA A D SD N 34. The faculty is enriched by the presence of foreign students on campus.

SA A D SD N 35. American students are enriched by the presence of foreign students on campus.

SA A D SD N 36. The community is enriched by the presence of foreign students on campus.

SA A D SD N 37. The expense of educating foreign students is justified by the contribution they make to the institution and the community.

SA A D SD N 38. There should be formal or informal procedures and/or planned activities for the purpose of making the faculty and students aware of the cultural heritage of foreign students.

SA A D SD N 39. There should be formal or informal procedures and/or planned activities for the purpose of making the community aware of the cultural heritage of foreign students.

APPENDIX B --Continued.

SA - Strongly Agree

A - Agree

D - Disagree

SD - Strongly Disagree

N - No Opinion

If you have feelings about anything not covered in the questionnaire, please write them in below and indicate your feelings.

SA A D SD 1. _____

SA A D SD 2. _____

SA A D SD 3. _____

APPENDIX C CENSUS DATA OF FOREIGN STUDENTS ENROLLED IN FLORIDA COMMUNITY JUNIOR COLLEGES FOR THE SPRING 1973 TERM

College	Total Number	Sex		Age			Marital Status			Program of Study		
		Male	Female	Under 25	25 to 34	35 and older	Married	Married with Spouse	Not Married	AA	AS	Other
Brevard	13	11	2	12	0	1	3	0	10	8	4	1
Broward	92	66	26	82	9	1	2	6	84	59	33	0
Central Florida	19	18	1	19	0	0	1	0	18	17	2	1
Chipola	3	3	0	3	0	0	0	0	3	3	0	0
Daytona Beach	24	17	7	16	6	2	2	0	22	14	6	4
Edison	9	6	3	9	0	0	0	0	9	9	0	0
Florida Jr. College Jacksonville	20	15	5	18	2	0	1	0	19	17	3	0
Florida Keys	1	1	0	1	0	0	0	0	1	1	0	0
Gulf Coast	10	9	1	9	1	0	3	0	7	8	2	0
Hillsborough	31	24	7	28	3	0	0	7	24	26	4	1
Indian River	41	39	2	40	0	1	6	0	35	34	7	0
Lake City	8	7	1	8	0	0	0	0	8	5	2	1
Lake-Sumter	10	8	2	10	0	0	1	0	9	10	0	0
Manatee	9	8	1	9	0	0	1	0	8	9	0	0
Miami-Dade	1152	979	173	1094	12	46	46	12	1094	691	461	0
North Florida	7	6	1	7	0	0	0	0	7	6	0	1
Okaloosa-Walton	2	2	0	1	1	0	0	1	1	2	0	0
Palm Beach	45	32	13	39	5	1	2	1	42	30	12	3
Pasco-Hernando	0	0	0	0	0	0	0	0	0	0	0	0
Pensacola	24	12	12	20	4	0	0	2	22	23	0	1
Polk	20	15	5	16	4	0	1	2	17	14	6	0
St. Johns River	31	29	2	20	10	1	4	0	27	31	0	0
St. Petersburg	30	26	4	26	4	0	0	0	30	25	2	3
Santa Fe	125	110	5	120	4	1	20	3	102	100	10	15
Seminole	23	22	1	18	5	0	0	1	22	23	0	0
South Florida	1	1	0	0	1	0	0	1	0	0	1	0
Tallahassee	25	17	8	19	4	2	5	0	20	25	0	0
Valencia	12	11	1	9	3	0	0	0	12	7	5	0
TOTALS	1787	1494	293	1653	78	56	98	36	1653	1197	560	30

APPENDIX C —Continued.

College	Total Number	Language		Area of Origin							
		English	Not English	Canada	Mexico & Central America	South America	Carribean	Europe	Africa	Asia	Oceania
Brevard	13	2	11	0	3	4	2	2	0	2	0
Broward	92	11	81	13	7	39	15	2	3	12	1
Central Florida	19	2	17	0	2	2	1	0	1	13	0
Chipola	3	2	1	0	0	0	0	3	0	0	0
Daytona Beach	24	6	18	1	1	4	2	2	4	10	0
Edison	9	4	5	0	3	1	2	3	0	0	0
Florida Jr. College Jacksonville	20	1	19	0	2	3	2	0	1	12	0
Florida Keys	1	0	1	0	0	1	0	0	0	0	0
Gulf Coast	10	1	9	1	0	0	0	2	0	7	0
Hillsborough	31	4	27	0	2	11	2	4	2	10	0
Indian River	41	2	39	0	0	6	2	1	0	32	0
Lake City	8	2	6	1	0	1	1	0	2	3	0
Lake-Sumter	10	0	10	0	2	3	2	1	0	2	0
Manatee	9	5	4	2	0	0	2	3	0	2	0
Miami-Dade	1152	102	1050	11	46	239	134	42	39	640	1
North Florida	7	0	7	0	0	4	2	0	0	1	0
Okaloosa-Walton	2	0	2	0	0	0	0	0	0	2	0
Palm Beach	45	6	39	0	4	4	5	7	1	23	1
Pasco-Hernando	0	0	0	0	0	0	0	0	0	0	0
Pensacola	24	1	23	0	4	10	3	2	0	5	0
Polk	20	6	14	0	4	5	1	0	1	9	0
St. Johns River	31	0	31	0	1	4	0	0	1	25	0
St. Petersburg	30	6	24	5	2	6	3	2	0	12	0
Santa Fe	125	2	123	0	8	35	1	0	5	76	0
Seminole	23	3	20	0	1	12	2	0	2	6	0
South Florida	1	0	1	0	1	0	0	0	0	0	0
Tallahassee	25	8	17	1	2	16	0	1	1	4	0
Valencia	12	1	11	1	1	3	0	1	1	5	0
TOTALS	1787	177	1610	36	96	413	184	78	64	913	3

APPENDIX D: NUMBER OF CUBAN REFUGEES AND PERMANENT RESIDENT ALIENS ENROLLED IN FLORIDA COMMUNITY JUNIOR COLLEGES DURING THE SPRING 1973 TERM, BY INSTITUTION

College	Cuban Refugee	Permanent Resident Alien
Brevard	Unknown	Unknown
Broward	15+	Unknown
Central Florida	0	4
Chipola	0	No Answer
Daytona Beach	No Answer	No Answer
Edison	No Answer	2
Florida Junior College Jacksonville	0	Unknown
Florida Keys	No Answer	No Answer
Gulf Coast	0	0
Hillsborough	95+	10+
Indian River	9	Unknown
Lake City	0	0
Lake-Sumter	0	0
Manatee	0	5
Miami-Dade	1578	3159
North Florida	1	0
Okaloosa-Walton	0	Unknown
Palm Beach	0	0
Pasco-Hernando	0	0
Pensacola	2	Unknown
Polk	1	10+
St. Johns River	No Answer	17
St. Petersburg	Unknown	15
Seminole	0	3
South Florida	0	0
Tallahassee	0	8
Valencia	10+	30+

UNIVERSITY OF CALIF.
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SEP 27 1974

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